

# *Flower Pot Parade*

## Class Lesson Plan

### *The Gwen Marston Collection*

©JWD Publishing 2005

## *General Information*

### **The Quilt Project: Flower Pot Parade**

The pattern for *Flower Pot Parade* gives three size options: a one-block wall quilt; a four-block wall quilt, and a nine-block double or queen bed quilt. We believe this class should allow each student the flexibility to make the quilt size that best suits her need. Therefore, people will be working on different sized quilts, but they will be all from the basic design.

### **Suggested Sample Class Description for Your Store's Class Brochure**

Feel free to write your own class description or use this one:

*With these happy flowers, create this easy folk- art flower quilt to add charm to your home's décor. This Gwen Marston design can be made as a one-block small wall quilt, a four-block large wall quilt, or a nine-block double-queen-bed quilt. This project may be machine or hand appliquéd. Skill level: beginner*

### **The Class Schedule**

This class has been designed to be taught in four three-hour sessions. If you think it will work better for you to offer a different number of sessions or a different class length, feel free to make this change.

## *Gwen Folk Art Philosophy*

If you know Gwen Marston, then you know she likes the idea of hassle-free appliqué. She believes appliqué should be carefree, adaptable, and fun. Folk art appliqué began as free-form appliqué and Gwen prefers students continue this tradition whenever possible. Therefore, she promotes the idea of people cutting the shapes free-hand. Additionally, she wants quilters to play with the placement of the shapes on the quilt's background. Individual differences are always welcome. Gwen would be

happy if quilters choose to add more leaves or flowers or change the directions of flowers, stems, or leaves. She promotes the idea of a quilter making any design adaptations she wishes.

Gwen's preferred technique is needle-turn appliqué. She believes it is an easy method to learn. If possible, Gwen would prefer this technique be featured in class, although she welcomes other techniques be introduced too. Gwen appliques and quilts by hand. Traditionally, folk art quilts are thought to be done by hand, but options are important to today's quilters. Thus, introducing both hand and machine appliqué techniques may be very important to your clientele. A person who loves folk art quilts, but doesn't have the time or desire to make one by hand, should be encouraged to create her quilt by machine.

If you would like to learn more about Gwen's appliqué philosophy or specific techniques, please refer to her new book *Classic Four-Patch Appliqué Quilts*, which is published by C & T Publishing (2005)

# *Flower Pot Parade*

## **Session One:**

### **Fabrics, Techniques, Bias Strips, First Stages of Applique**

*The Gwen Marston Collection*  
©JWD Publishing 2005

**Students should bring to class the following items:**

*Flower Pot Parade* pattern, sewing basket of tools (including pins, needles, scissors, etc.), background fabric, stem fabric and matching thread, vase fabric and matching thread, rotary cutter & cutting board, ruler; Optional: if you use a machine to make bias stems: sewing machine & equipment for basting bias strip.

**Step 1 Introduction to Pattern and Quilt Project**

Introduce the quilt to the students. Have students open the pattern and become familiar with the different sections: the inside cover quilt options, the various instructional guideline offerings, the tips, and the basic directions.

## **Step 2 Fabric Choices**

Discuss the fabric choices available. If a quilter wants to make a traditional folk-art quilt, she may want to use reproduction fabrics and a white or off-white background fabric. She may prefer the wonderful selection of calicoes available now, or she may use very non-typical fabrics for a more contemporary look. The decision should

depend on the quilter's individual preferences. Discuss other fabric tips and suggestions you may wish to share. A quilter may work within Gwen's fabric colors or she may make her own color choices. (Refer to *Thoughts about Fabric.*)

## **Step 3 Design Style and Layout**

Discuss the spontaneity of folk art quilts. Their style is not one of exactness or perfection. The attitude is one of relaxed charm. The quilter may opt to use the drawing layout shown in the pattern or she may set the design elements in her own individual way. The patterns, fabrics, and colors may change from one block to another.

## **Step 4 Order of Working**

Discuss the order of placement of shapes— and how one makes the choice. In this pattern, the stems will be appliquéd first; then the vase. Generally, the largest shapes are first; the smallest items last. Discuss exceptions; share hints or tips.

## **Step 5 Bias Strip Stems**

Demonstrate how to make a bias strip. Show your own favorite technique or use Gwen's technique. Have students make their own bias strips. Refer to Appliquing the Blocks #1 and the gray box with tips for Gwen's easy method.

## **Step 6 Appliqué Technique**

Discuss needles, thread options, thread length, and other appliqué details you feel are important. Demonstrate the needle-turn appliqué technique that Gwen uses in her folk art quilts. Have students practice this technique on a stem. Show any other appliqué technique you believe is easy to use.

## **Step 7 Placing the Stems on the Background**

Show students how to prepare background for easy placement by folding the background fabric in half vertically, horizontally, and diagonally. Have students pin stems onto their backgrounds.

### **Step 8 Placing the Vase on the Background**

Have students cut out the vase and pin it in place.

### **Overview and Homework**

Answer any question students may have. Have students work on their quilts, as time allows. Each student should attempt to appliqué stems and the vase of each block before the next class.

# *Flower Pot Parade*

## **Session Two:**

## **Appliquéing the Large Flowers & Leaves**

*The Gwen Marston Collection*  
©JWD Publishing 2005

### **Students should bring to class the following items:**

*Flower Pot Parade* pattern, sewing basket of tools (including pins, needles, scissors, etc.), in-progress quilt top, flower fabrics and matching thread. Any students who are machine appliquéing their quilts should bring their sewing machine, tools, extension cord, and other necessary sewing items.

### **Step 1 Appliquéing the Large Flower Shapes**

Discuss the folk art tradition of cutting the fabric shapes freehand— without using a pattern piece. Encourage students to make their own basic flower and leaf shapes. Demonstrate how to cut shapes from the pattern, however, for those students who prefer to use the pattern shapes. Have students cut out the large flower shapes C and D and pin them in place on the quilt's background. Have students begin appliquéing these shapes to their backgrounds.

### **Step 2 Appliquéing Leaves onto the Background**

Demonstrate how to sew the leaves onto the background. Have student position leaves onto the design. Have students appliqué at least one leaf.

### **Step 3 Reverse Appliquing the Calyx (piece F)**

Demonstrate how to make the reverse appliquéd calyx pieces. Have students cut out flower pieces E and F. Have them reverse appliqué one calyx to its flower.

### **Step 4 Appliquing Berries onto the Background**

Demonstrate how to sew the berries onto the background. Have each student appliqué at least one berry to the background.

### **Step 5 Appliquing Centers to Flowers**

Demonstrate how to sew the centers to the three large flowers. Have each student appliqué at least one center to its flower.

### **Overview and Homework**

Answer any question students may have. The class goal would be to have each student attempt to complete her quilt top prior to the next class.

# *Flower Pot Parade*

## **Session Three:**

## **Sashing, Cornerstones, Border**

### *The Gwen Marston Collection*

©JWD Publishing 2005

### **Students bring to class:**

*Flower Pot Parade* pattern, sewing machine & equipment, sewing basket of tools, ruler, pencil, sewing thread, the quilt top, and shapes.

### **Step 1 Review Concepts and Techniques Learned Previously**

Review techniques presented in last session. Ask if there are any questions or if anyone had any problems with the homework. Resolve any problems prior to beginning next steps.

**Step 2 Sewing the Sashing and Cornerstones to the Blocks**

Have students cut their sashing and cornerstone shapes. Demonstrate how to sew the sashing, cornerstones, and blocks together (refer to *Assembling the Quilt*). (The small one-block wall quilt uses no sashing or cornerstones.) Have students sew the sashing and cornerstones to the quilt blocks.

**Step 3 Sewing the Border to the Quilt**

Have students cut their border strips. Demonstrate how to sew the border strips to the quilt top using the *squared-corner* method. Have students sew their borders onto their quilts.

**Step 4 Sewing the Bias Vine onto the Border**

Have students pin or baste the bias *vine* onto the four border strips. If students do not have enough left-over bias fabric, they should prepare additional bias strips for the border vines.

**Step 5 Sewing the Leaves to the Vine**

Have students baste or pin the leaves along the vine. They can refer to the inside cover quilt borders for leaf placement. They may add more leaves or they can use fewer leaves.

**Step 6 Overview and Homework**

Answer additional questions and demonstrate any techniques students wish to have reviewed. Ask students to come to class with their quilt tops basted together with batting and backing.

# Flower Pot Parade

## Session Four: Quilting and Binding The Gwen Marston Collection ©JWD Publishing 2005

### **Students bring to class:**

Flower Pot Parade pattern, sewing basket of tools (including pins, scissors, seam ripper, etc.), pencil, the quilted sandwich (top, batting, backing), quilting tools (marking implement, thread, needles), paper, ruler, and any other quilting tool a student would want to bring.

### **Step 1 Review Concepts and Techniques Learned Previously**

Review techniques presented in last session. Ask if there are any questions or if anyone had any problems with the homework. Resolve any problems prior to beginning next steps.

This class is filled with discussions and demonstrations. There are many finishing steps to cover. You may intersperse work periods throughout, so that students may work on the areas that most concern them.

### **Step 2 The Quilting Design**

Discuss quilting techniques and design ideas. Show how to mark the quilting design. Have students play with quilt design ideas. Demonstrate how to quilt. If you want students to practice machine quilting in class, then make certain they bring their sewing machine and all needed tools and equipment for quilting by machine. If there is time, you can give students a work period to draw the quilting design and begin quilting.

### **Step 2 Making the Quilt Sandwich**

Discuss batting options, so students may choose their batting wisely. Demonstrate how to baste the backing, batting, and quilt top together. If possible, show or describe two or more basting techniques, including spoon-baste (using thread, needle, and teaspoon). Demonstrate your favorite method. Give any of your own favorite tips.

### **Step 3      Putting on the Binding**

Demonstrate how to cut fabric for a binding. Then show how to pin and sew the binding to the quilt.

### **Step 4      Putting on a Sleeve**

If there is interest, discuss and demonstrate how to prepare a sleeve for a wall quilt.

### **Overview and Homework**

Have students finish their quilts.

### **Extra Credit—A Flower Pot Parade Celebration**

If there is interest, set a date for a *Flower Pot Parade* celebration and *Show & Tell* within a few weeks at the store. This should be an informal gathering where the students take their quilts to share—finished or not. However, a deadline is helpful and a celebration of a finished quilt is fun. Cookies and a beverage will be a nice addition to the celebration.